College English assoc

THE NEWS LETTER

OF THE COLLEGE ENGLISH ASSOCIATION

III SCHENECTADY, N.Y., APRIL, 1941 No. 4

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Author Pleads Her Characters

Editor:

ur letter gives an opportunity s too enticing for a writer to

ave taught literature myself know something of the dif- es from the point of view of acher. At the same time I re- er how sterile my classes in ture were for me as a student. never was a hungrier student that mine and literature was eat. Yet never in any litera- class did I find that which feed me. I fed myself out of devouring books of my own .

on't believe students are ever to enjoy literature or under- what it is about until they d straight to the material of ture, namely, the human be- n books. It is not the authors re interesting—or ought not I am dismayed at the num- letters I get these days from nts, all beginning in much the words. "I have an assignment glish about you—" My blood s—have I in my turn be- an assignment in English? oor children! Why should they to inquire into the details of fe and learn the facts of my nal history and how I hap- to write my books? This has ng to do with literature or them. It shows, it seems to completely wrong approach e study of literature.

at I should like is not to be rned" at all, nor taught at all glish classes. I'd much rather my books read for other rea- But if any is taught, I should o have the teacher introduce as literature—doubtful, any- nor even as a book, but prim- as a group of people. Let him when he approaches a book, is a handful of individuals, gers and that they happen to tween the covers of a book is g. They might be in a room, a street, or in a town. Who ey, and what are they, and do they behave as they do? s find out all about them.

other words, I wish that stu- could approach novels only gh the people in them. That at a novel is, people and their on to each other. When the nt realizes this, the people alive for him and he studies —that is, he comes to know not the author or his tricks le and form.

u will ask are they not to style and form? Only gh the people, I think. The nts may discover the style ee if it clarifies or clouds the nalities of the people, and er the scheme of the novel is suitable to the full revelation of the people and what they do. But I am sure that unless and until teachers and students will take literature as primarily a picture of life itself, portrayed through persons, the study of literature will remain what it is, a formal, cold "assignment."

I feel strongly in this, for I have never been able to regain my own love of Shakespeare, lost through the drilling of an English master who made me thoroughly familiar with the technique and words of Shakespeare's plays and killed Shakespeare's people for me. Life is the essential to be pursued in literature. If literature is not taught as life it is useless to the student and literature itself is killed by so much.

For I need not point out how important it is to the writer that his work be appreciated for itself. Not to have understanding and appreciation of his work is to him what a singer would feel if he were singing to an audience of the deaf. It is the song that matters to the singer, not himself. When ears are deaf why should he sing to them?

Yours very sincerely,
Pearl S. Buck

"Slanting" Freshman English for Democracy

In general I agree heartily with Professor Robert M. Smith in his view that "we should not 'slant' our English composition courses for political purposes," for indeed we are not competent to rule over political controversies in our classrooms. Now more than ever we should, I believe, concentrate on helping our students to read and to write understandingly—to shun the hasty generalization, the reckless assent to principles only half understood, the acceptance of labels as a substitute for thoughtful analysis.

But this means that we can, while scrupulously avoiding political dogmatism, insist that they make clear *their* understanding of what they read or write. It means that we can appropriately examine with them, among other models, Woodrow Wilson's definition of liberty (in *The New Freedom*) or Charles A. Beard's discussion of "Majority Rule" (in the *Atlantic Monthly*, December, 1927)—not to pass judgment on the author's views, but to try honestly to understand those views and appraise the clarity and logic of their expression. And it means that we can require our students to support their own views, on whatever subject, by sufficient specific language and concrete application to preclude the charge of shallowness.

If we do this well, we are in no danger of encouraging a negativistic skepticism; we shall rather be teaching young men and women that no important reading or writing is complete unless its exact significance has been thoughtfully, critically weighed. And I question whether we can render a better service to Democracy.

Donald C. Dorian
New Jersey College for Women

ALL WORDS

All words that men may say have truth. The Word
That gropes and falters short of being sure
Confesses, past dispute, that life has stirred
Beneath the uncouth sign, the hint obscure.

The child's clear note, the mob's low-throated roar,
The pedant's phrase, and all that books have said—
Each one has truth. Life spoke. The word's no more,
Not having life, than walls untenanted.

No thing that men can say is wholly lie;
For let them shout their thoughts or hide them deep,
Each lifted hand, each syllable, each sigh,
Has truth's sure seal; and Mind's clear eye may leap
From crafty tongue or laboring commonplace
To scan the cryptic scrolls of time and space.

Wilson O. Clough
University of Wyoming.

NOTICE

Copy for the May *News Letter* (no further issue until October 1) should reach the Editor before May 1. Obey that impulse!

Contributors to the March issue of the *News Letter* were as follows: Norman Foerster, Iowa State; Herbert E. Childs, Oregon State; D. S. Mead, Pennsylvania State; Robert M. Smith, Lehigh University; Harold Blodgett, Union College; Edith Mirrielees, Stanford University; Christopher Morley; Robert M. Gay, Simmons College; Winifred Smith and Helen Lockwood, Vassar College; N. Orwin Rush, Colby College; Frances Chichester '41, Sweet Briar College; and William C. Dwyer, Duquesne University.

Heading for Oblivion

"We should 'stick to our lasts' and teach English composition and literature," says Professor R. M. Smith (*The News Letter*, March, 1941) in a statement opposing Professor Norman Foerster's suggestion that we direct our attention to the preservation of democracy in this hour of crisis. We should study our heritage, says Dr. Smith, and let the student be guided by specialists in specific areas of learning. There is the virtue of modesty in the assumption that English teachers are not competent to teach all subjects, although every English course syllabus I have seen, every textbook I have examined, has had an encyclopedic breadth in dealing with peasant revolts, industrial revolutions, religious reformations, scientific theories and abnormal psychology. It is too late now to restrict the field of English to purely formal matters, unless we wish, like the teachers of classical languages of forty years ago, to play ostrich in refusing to recognize the functional nature of curricula in relation to our social pattern.

What is our heritage? It is every human deed and thought recorded and transmitted from the past to us in the blood stream, in oral communication, and in tangible record. Literature is merely a partial record, although an immensely large and important one. To expect students to flounder through a variegated assortment of selections, whether chosen by a textbook maker or a professor on freelance assignments, on the assumption that no intellectual pattern is necessary and specifically that a democratic pattern or slant is unwise, and then to expect these students either to have an insight into their own duties in life or the part literature can play in moldng national ideas, is to be recreant to the high trust granted to our profession. All teaching is by necessity an authoritarian tutelage. To refuse to bring that teaching into harmony with the national life and aspiration is to reject opportunty for service of the most valuable sort. If it is true that doctrines hostile to the perpetuation of the American way of life are subtly insinuated into students' minds by some textbooks and some teachers under the liberty granted by our American doctrine of freedom, I submit that it is time for us who feel the urgency of the crisis to grow a little insistent about the common sense of "slanting" our work in a useful direction.

There is another fallacy in Professor Smith's argument in behalf of "disinterestedness." He seems to assume that literary study is a decoration instead of a forceful agent in molding American life.

(Continued on Page 3)

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Golden thought for this month: "There is a limit to the profitable elaboration of the obvious."

Editorial

What every coellge teacher of English knows is this: that college English is an agglomeration of at least four or five different fields of study, each as distinct from the others as Philosophy is from Mathematics; yet all may have to be taught by the same man, and often in the same hour. First comes Practical Written Expression, which (the entire faculty insists) shall be a tool in the hands of every student, sharpened and polished and used with skill. Second, there is Literature as a social and historical study. Third, there is the study of English as one of the Fine Arts. —and training in creation as well as appreciation makes two separate fields of this. And, finally, it may be necessary to teach, in the name of English, that abstruse science called Grammar.

It is in only one of these many fields labeled "English" that the problem arises which has taken so much space in the columns of the *News Letter* , and doubtless will take more. Should our teaching be so "slanted" in the classroom that it becomes a defense of democracy? No one contributor can answer this question for us all; no one, in fact, can answer it for anyone other than himself. But honest and thoughtful and good-tempered discussion may help each one of us, perplexed in a topsy-turvy world, to plot his own course of teaching with a modicum of added wisdom and good sense.

—o—

An experiment in town-meeting government of an organization of teachers proves at least that we are a fair sampling of our citizenry at large; for only fifty percent of us vote. The overwhelming majority which favors the continuance of CEA as an independent organization is not surprising. It would be more surprising if many teachers paid two dollars to join a new organization which they believed should not continue to exist!

Incoming Mail

Dear Editor,

Unfortunately, I fear I can't help you. I know precisely nothing about the teaching of English, and I can't recall learning anything about it at school. I had, however, one teacher who had the faculty of inspiring a few of the boys to read good books. He also taught them to chew tobacco, but that was only incidental. I think I got more from him than from any other human being. He oriented my reading at a time when I needed direction.

I seize the opportunity to hope that you are in the best of health, and full of sin. H. L. Mencken.

—o—

Dear Editor:

You make your plea in the last issue for impulsive contributions to the CEA NEWS LETTER, and we sympathize. But—to obey or not to obey that impulse? Too often the impulsive contribution is the regretted one. Every pedagogical trade journal carries too frequently the naive outburst of the youngster just catching on to the life behind the desk, just discovering what oldsters have long forgotten. Shop talk is apt to be boring, whether from the tyro or the inured, unless it be saved by wit or freshness.

Thus the impulsive contribution is laid aside from that longer leisure, always coming but never here, that will permit the riper fruitage of the budding idea. Demands increase yearly. There are committees that snatch the spare hour-to-be, talks to prepare, books to be read one day, writing to project (if not to finish). There are new magazines, professional magazines, organizations, to eat up the slender funds for such.

So the estimable CEA journal suffers in the competition, and that's a pity. For we do sympathize with your plea.

X. Y. Z.
Any University

—o—

Dear Sir:

The ballot calls for comment beyond "yes" or "no."

I, for one, am very strongly of the opinion that the CEA should, and must, continue as an independent organization. It fills a need not satisfied by the College Section of the NCTE and most definitely not met by the MLA. Cooperate with the older groups? Of course. But if "closer relationship" and "closer cooperation" mean the eventual assimilation of the CEA and the loss of its identity then the answer is an emphatic No.

The formation of regional groups should be undertaken at once. Regional meetings would, I am confident, attract and hold more members than any other activity of the Association. Attendance at annual meetings of this or related organizations is out of the question for many of us; but we could, and would, attend regional meetings.

Finally, keep the CEA out of junior colleges; they are adequately served by other organizations more suited to their particular—and at times peculiar—educational theories.

Paul A. Harwood,
Univ. of Nevada.

CEA Town Meeting

Ballots received by the Secretary before Apr. 4 242

(ballots were sent out to all members Feb. 15. They are still being sent in at the rate of about one a day)

Continuance of CEA as an independent organization:
Yes ..... 219; No ..... 11; Not voting 12
Desiring closer cooperation with MLA but not wth NCTE 6
Closer cooperaton wth NCTE, but not wth MLA 6
For closer relations with both 7
Against closer relations with either 6
For greater emphasis upon regional groups 20
Against such a policy 2
For admitting Junior College teachers on some basis 13
Against admitting them 7
For acceptance of offer of Univ. of Penna. Press to publish News Letter, etc. ..... 213; Against 1
Favoring some form of assistance to the English Association of Great Britain ..... 198; Against 1

Plans for Annual Meeting

President Foerster announces the appointment of the following Local Committee for the annual meeting of CEA next December: George S. Wykoff, Purdue, Chairman; Victor C. Miller, Indiana State Teachers Col.; Russell Noyes, Indiana University; Mrs. Alice B. Wesenberg, Butler Univ. Chairman of Program Committee, Irving Churchill, Coe College. All have accepted.

Christmas day this year falls on a Thursday. The MLA meetings are scheduled for Monday, Tuesday and Wednesday. A majority of our members evidently favor meetings in advance of M L A rather than following. President Foerster therefore has offered the suggestion of a compact program beginning on Sunday (a day on which many of the Modern Language groups must meet this year.) His proposal is as follows: Dec. 28, 4 to 6 P.M. One paper, about 35 minutes long, followed by 10 minutes of prepared discussion and 35 minutes of open discussion. Then the business meeting with reports of officers and special committees. This should be confined to 40 minutes, but could be completed if necessary at the dinner.

Sunday, 7 P.M. Annual Dinner with emphasis upon informality and widening of acquaintance. One informal address, and appropriate entertainment. Monday, December 29, 10-12 noon. Two 25 minute papers followed by prepared and free discussion.

—o—

Turntable

Readings of their own poems by some thirteen modern poets—W. H. Auden, R. P. Tristam Coffin, E. E. Cummings, Walter de la Mare, John Drinkwater, T. S. Eliot, Robert Frost Christopher Hassall, James Weldon Johnson, Vachel Lindsay, Edwin Markham, Sir Henry Newbolt, and Virginia Sackville-West—sixteen Shakespeare items, and miscellaneous items to a grand total of eighty-three single records and albums are now listed on a mimeographed sheet, "English Diction Records," which may be obtained from the Gramophone Shop, Inc., 18 East 48th St., New York.

These recordings are interesting in themselves and particularly valuable to a teacher of English for use in conjunction with the printed text. When Archibald MacLeish's prophetic drama, "Air Raid," was produced on the Columbia Workshop radio program, a recording of sound effects and all, was made and an album has been brought out by Columbia. Its use in a freshman class reading "Air Raid" in the *College Omnibus* makes for unquestionably more stimulating and effective teaching than would be possible with the text alone. However, even such an album, released by one of the major recording companies, seems to be known only to a very few of those who might be naturally interested in it. The Frost, Lindsay, and other Columbia University made recordings have received better publicity than the NCTE, but the Harvard University Press recordings, few in number though including an excellent reading by T. S. Eliot, are, I believe, less generally known.

How many members of the CEA, I wonder, are familiar with George Bernard Shaw's amusing "Spoken and Broken English" and James Joyce's reading of excerpts from "Anna Livia Plurabelle," not to mention "Facade" done with chamber orchestra accompaniment by Edith Sitwell and Constance Lambert? All these may be found on the Gramophone Shop list, but not a sacrilegious and amusing swing ing of Shakespeare lyrics by Bing Crosby and his Bobcats! These records (Decca 2662 and 2663) include "Sigh No More Ladies," "Blow, Blow, Thou Winter Wind," "It was a Lover and his Lass," and "Oh, Mistress Mine." They would make any nineteenth century idolater of Shakespeare turn over in his grave; in fact, they can even keep awake an indolent class of sophomores on a warm May afternoon!

Because recordings of special interest to instructors of English, particularly the reading of modern poetry by its authors, receives no regular review in the professional press, I have thought a column devoted to such matters might be of value to CEA members, and the *News Letter*, offers an ideal place for such an occasional column. News, reviews, and comments of interesting experience with the use of phonograph recordings, practical suggestions and the like, no matter how brief, could be brought together from time to time and published under the heading, Turntable, for our mutual edification.

H. O. Werner,
Washington Colle

Heading for Oblivion

(Continued from Page 1)

Decoration in any emergency or crisis is useless and is soon lopped off. That severance is already taking place. At a few institutions departments of English are adjuncts to social science or history survey courses. Teaching composition means reading term papers and tests prepared in areas where the specialists teach history or economics or sociology. English teachers correct spelling, sentence structure, and grammar (matters any clerk can attend to while the specialist devotes himself to learned matters); the English teacher in these instances is a mere proofreader. I respect proofreaders and lean heavily on them, but I submit that a real teacher of English should be more than a seeker out of slips of the pen. When quizzed by an elderly schoolmarm one summer day as to the cause of three grammatical lapses within one hour, Professor William Peterfield Trent replied, Madam, when the English language gets in my way, it doesn't have a chance." When English teachers subside into formalists, they do not prepare for themselves under present circumstances a happy future.

In recent years great complaint has been made against the tendency of the social sciences to usurp the major portion of the liberal arts curriculum and most of the elective hours in preprofessional curricula. Languages have steadily lost ground, English no less than others, because this discipline has so often placed emphasis on spelling and punctuation, on sentence diagramming, on the difference between *shall* and *will* or *due to* and *because of*, on verbal gymnastics instead of ideas, on rote methods instead of creative activity, on a dead past instead of a living present and expectant future. Literary students claim to be dealing with the fine art without practicing it. They worry about form, about criticism, about prosody; their worries are second-hand, since most of their stuff is not original but quoted from some authority, it little matters who he is. They talk about scientific method in teaching literature as a story; they often stultify themselves and their subject by a ridiculous scientism. By contrast, the social sciences have a program for personal and national advancement related to the present and emergent future; English teachers like crabs are wont to move backward most easily, and their learning has no relevance to immediate social needs. Professor Smith would have us escape still further into a limbo of irresponsibility.

Grapes of Wrath, The People, Yes, and *Flight to the West* were written to say something to our generation, just as Tom Paine and Carlyle wrote to their generations. To present these books to our students without a firm awareness of their place in the democratic, individualistic, humanitarian, religious program of the United States is to trivilize the books. If these books belong primarily to the departments of economics, sociology, and political science, and if their ideas have no relevance to the duty of an English teacher, then English departments will — and should — increasingly find themselves mere laundry adjuncts to social science departments just as the all-essential laundry is adjunct (yet popularly negligible in esteem) to a hospital. "English" will be useful in correcting spelling and in revising composition form, but as a field of activity it will be as sterile as wet wash in a tub of steam.

Harry R. Warfel
University of Maryland

Between the Inspired and the Uninspired

It is a healthy sign when we begin all over again to talk about our obligation to teach literary criticism. Not that we have been for long left unaware of this obligation—for like the poor, our professorial consciences are always with us. And these consciences often speak to us not in still small voices but in thundering Carlyleian tones to remind us that most students stand in imperative need of someone who can serve as an "interpreter between the inspired and the uninspired." Now admittedly the best and wisest interpreters are the great critics themselves, the whole apostolic succession of adventurers among the world's masterpieces from Aristotle to T. E. Eliot. Unfortunately the average college student turns, if at all, to the great critics and gets nothing better than dusty answers or, worse still, answers that make no sense at all to the agonizing and uninspired adolescent.

For there are Critics—and critics, and we, ladies and gentlemen who Profess English, are the ones written in lower case. We are the humble go-betweens, whether we be by training and preference literary historians or philologists or semanticists or just plain glorified comma-chasers. We are It—providing we are first of all real teachers and not mere readers of aged-in-the-wood lecture notes.

If we are real teachers, it does not make a bit of difference whether we teach courses in criticism or period courses, whether we "cover" Beowulf to Yeats in ninety uneasy lectures or semanticize with Mr. I. A. Richards, we ought to be interpreters. When we recognize this obligation, the teaching of a single poem or essay or story, worth the teaching, can usually bring out of the murky and muddled minds of our students as many questions and problems in criticism as have ever been dreamed of since the *Poetics* of Aristotle.

It is of course one thing to raise these ancient yet perennial ghosts and quite another to lay them. Often too, in the odor of chalk dust, with the daily race on against the bell, it is seemingly impossible even to demonstrate our own fumbling ineptitude in the presence of the Great Questions. To give ready-made answers, the traditional bromides of the classroom, is of course, easy. Surely this is not to teach literary criticism. Our business is not merely interpretation but the teaching of interpretation. Quite obviously the best teaching is done by example, by demonstration—the slow process of *education*.

To this process any teacher worth his salt may bring to bear the whole machinery of his scholarship, historical, philological, and aesthetic. If he is a one-sided teacher the inquiries of his students should soon put him to work filling in the gaps, re-examining his whole scheme of literary values. If he has no standard of values or, to borrow the words of Professor Gay's pat little Sheridan anecdote, he asks, "Whose wife will I take?" it is high time he did something about it. How can the blind lead the blind? or the standardless lead the uninspired along the pathways of justice and judgment?

Jeremiah K. Durick,
Saint Michael's College, Vt.

Good Reading Asks Your Help

In July 1933, a group of college English instructors, attending a conference at Ohio State University sponsored by the Society for the Promotion of Engineering Education, decided that there ought to be a compact descriptive list of outstanding books to guide college students in their supplementary reading. They formed the Committee on College Reading, recruited some more English professors, several college librarians, a few deans, and proceeded to produce such a list.

The first two experimental editions, then called *The Students' Guide to Good Reading*, were issued free-of-charge, thanks to subsidies of nearly $2,000 contributed pro rata by practically all the publishers. Subsequently, arrangements were made with the *National Council of Teachers of English* to handle the distribution of the *Good Reading*, and in seven years 150,000 copies have been sold at 20 cents per copy.

From the beginning the editorial policy has been governed by these objectives:

—to list about a thousand books in all fields of general interest, describing each compactly in a line or two.

—to recommend only books which combine substantial significance with a fairly wide popular appeal, rejecting both ephemeral best-sellers and "classics" uninteresting to modern readers.

—to give preference to titles available in good inexpensive editions.

Good Reading has not only fulfilled the functions for which it was intended, but has also proved useful in some unexpected ways. From 15,000 to 20,000 copies are bought each year, mostly by undergraduates. A number of colleges require all freshmen to equip themselves with it. It has been used in adult education groups, in many libraries, and in some high school English classes. An increasing number of mature men and women, with or without college background, report that *Good Reading* has been helpful in guiding their programs of self-education. Directors of small libraries and of "browsing rooms" use it as a check-list in buying books. From war-torn China and from Europe have come reports that *Good Reading* is helping students, teachers, and librarians.

In compiling the original selection, recommendations made in book-lists issued by fifty-five different colleges were carefully studied and largely followed. Further, an analysis was made of books which undergraduates had found enjoyable and profitable, by means of a statistical compilation of some 20,000 recommendations of favorite books secured from 1,638 students in fifty-three colleges. Most of the work of making these

In preparation for a completely revised edition of *Good Reading* to be issued before the end of 1941, the editors request the advice and assistance of English instructors and librarians. New and better characterizations of books now listed will be welcomed. Suggestions of titles to be added are also sought, with the proviso that, for each new title to be inserted, a book now recommended must be dropped. Further, constructive criticism on any phase of *Good Reading* will be gratefully received.

To any English instructor or librarian who is willing to contribute a little time to the advancement of this project, a free copy of *Good Reading* will be sent on request. Just address a post card, asking for your free copy, to the National Council of Teachers of English, 211 West 68th Street, Chicago, Ill. This special offer will necessarily expire May 31, 1941.

Any material submitted by English instructors or by their students that is used in the forthcoming edition will be paid for by $1.00 worth or more of copies of *Good Reading*. Particularly desired are fresh brief characterizations of books to be recommended.

Atwood H. Townsend
New York University

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NOTICE! CEA Regional Group, Virginia, W.Va., North Carolina: Spring Meeting; Duke University, Saturday, April 19. Members and friends invited. Register at University Union, 10 a.m.

Caroline S. Lutz,
Univ. of Richmond, Secy.

The English Noose

(Some of the news that ISN'T fit to print)

Staff: Students in all classes of a certain professor of English
Vol. 1 No. 1

(In giving your speech) your feet should lie flat on the floor and a little bit apart.

The ending of a business letter is very much like the beginning in that it becomes appreciative and kind to the reader.

At the age of five his father died.

After a good breakfast of bacon and eggs, I make way for the garage.

If a person wishes to turn around in a catboat, he should head into the wind.

Thackeray used diction to a great extent.

Thackeray wrote on the upper classes hence he had to watch his diction.

In 1818 discrepancy came to him that bothered him the rest of his life.

Lamb's writing seems superfluous with commas.

Coleridge and Woolworth always came and visited Lamb.

Some of the essays are taken from the works of Shakespeare which Lamb and his sister have narrated down into an essays. Another quality that gives literary value to Lamb's essays is his association with Taylor Coleridge a fellow he met at school. Coleridge influenced Lamb's writings very much because of his intelligences.

A Notre Dame student is not just a student in the full sense of the word.

After a successful day the sun sets.

My English last year was a treat. We tried to learn English as it was originally meant to be. Having philosophy and logic as a base with rhetoric and grammar coming from it.

My mother and father went to college, and therefore they didn't develop a taste for good literature.

The parents were happy over the birth of the boy but his brothers were dissatisfied because they wanted a dog.

Today Thackeray is objected to because of his moralizing and longevity.

The Pastoral Romance deals with romance of the past.

He had a great desire to convert Henry into the Catholic Church.

The Humor in this story is not very apparent, as of course is known of Dickens there is a humor which is not apparent to us but at the time the book was written and being that it was written in England this book might have been known as a very humerous story.

The story is very well written and I think that it is very interesting however there is also the fact that it (Dicken's *Martin Chuzzlewit*) was written in midevil English and to most people who are not the intelegent class the story would be a little dry. I personally did not enjoy reading it very much.

(L'envoi: The collector of these items hereby offers them to President Hutchins as a possible introduction to future editions of THE HIGHER LEARNING IN AMERICA.)

Teacher English

Publication in the March News Letter of several examples of textbook English, where simple thoughts have been buried under pedigogical verbiage, has led to an entertaining editorial correspondence. Several additional specimens of "Teacher English" merit a place in our collection.

The literature of reading does not furnish enough concrete embodiments of theory in descriptive records of actual reading situations.

The definition of the aim of education which I gave partial expression to at the convention is: the continuous reconstruction of the environment, physical, social and psychological, by means of the instruments and methods of science, thru the constructive participation of the group in all social functions and the progressive orientation of the group in ever-expanding areas of experience for the increasing material and cultural satisfaction of all.

For example, the phrase "sensitivity to significant problems" was discussed, worded, reconsidered and re-worded until it was finally clear that the schools were using this phrase to mean that they hoped to develop pupils who are aware of significant problems of modern life, who are able to analyze these problems to indicate the more definite crucial difficulties involved, who are really concerned in trying to help in overcoming these difficulties, and who develop a plan of action for themselves with reference to each problem which is appropriate for their abilities and opportunities.

So that the teacher will most plan how the pupils with maximum feasible self-direction pursue ends that so appeal as to call forth maximum energy and resource.

APRIL PUBLICATIONS

How to Write Correctly

A brief handbook of English composition by A. C. JORDAN, D... University.

★

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